DOCUMENT RESUME

ED 391 996 CG 026 804

AUTHOR	Dulaney, Charles N.
TITLE	Alcohol and Drug Defense Program (ADD) 1994-95. Evaluation Report.
INSTITUTION	Wake County Public Schools System, Raleigh, NC. Dept. of Evaluation and Research.
SPONS AGENCY	Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
REPORT NO	E&R-96.03
PUB DATE	Nov 95
NOTE	25p.; For the 1993-94 report, see ED 383 983.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Alcohol Abuse; Drinking; Drug Abuse; Drug Use; Elementary Secondary Education; Incidence; Physical Health; *Program Descriptions; *Program Evaluation; School Surveys; *Substance Abuse
IDENTIFIERS	North Carolina; Wake County Public School System NC

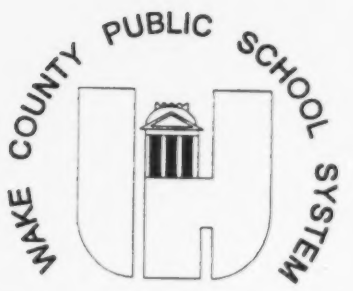
ABSTRACT

The Wake County Public School System used Alcohol and Drug Defense Program (ADD) federal funds in 1994-95 to reduce the impact of drugs and alcohol on the system's 12 high schools by implementing a Student Assistance Program (SAP). SAP provides intervention and support for students identified as being at risk of substance abuse because of academic or personal problems. This report describes SAP and ADD activities that are not federally funded. Major findings were: high school student suspensions for tobacco use rose from 97 in the previous year to 139, suspensions for alcohol or drug use or possession rose from 133 to 154; 33% of parents of high school students agreed that "drugs and alcohol use are causing behavioral problems at my child's school"; and 68% of high school teachers agreed that the use of alcohol and drugs cause behavioral problems, even while teachers believe they are not well prepared to address the problem in their classrooms. The report contains the following ADD program information: (1) program description including background, funding, staff, evaluation design and methodology; (2) findings of high school parent and school staff surveys, suspensions for drug and alcohol policy violations, and SAP; (3) conclusions and recommendations; and (4) an attachment of unique results from the staff survey. (JBJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 391 996

EVALUATION REPORT: ALCOHOL AND DRUG DEFENSE PROGRAM (ADD) 1994-95



BEST COPY AVAILABLE

November 1995

Wake County Public School System
Department of Evaluation and Research
E&R Report No. 96.03

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Dulaney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

C602 8804

EVALUATION REPORT: ALCOHOL AND DRUG DEFENSE PROGRAM (ADD) 1994-95

REPORT SUMMARY

Author: Charles N. Dulaney

The Alcohol and Drug Defense Program (ADD) provides federal funds authorized by the Drug-Free Schools and Communities Act to states and local education authorities. WCPSS used these funds in 1994-95 to reduce the impact of drugs and alcohol on the system's 12 high schools by implementing a Student Assistance Program (SAP) which provides intervention and support for students identified as being at risk of substance abuse because of academic or personal problems. This report describes SAP and other ADD activities that are not federally funded.

Elementary school ADD efforts included the use of the North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs, and participation of fifth-grade classes in the Drug Abuse Resistance Education (DARE) program run by local law enforcement agencies. The secondary school ADD program included SAP, the participation of seventh-grade classes in DARE, and instructional units presented in Health and Physical Education classes.

Staff and parent surveys were conducted during the school year to identify the extent of utilization of curriculum dealing with alcohol and other drugs and identify teachers' and parents' perceptions of the impact of alcohol and other drugs on their schools. No systemwide student survey was conducted in 1994-95, although the 1994 survey indicated that student use of alcohol was high and student use of marijuana was increasing. (See E&R Report No. 96E.02.)

MAJOR FINDINGS

VIOLATIONS OF BOARD ALCOHOL AND DRUG POLICIES

The frequency of high school violations of school board policies forbidding the use of tobacco, alcohol, and other drugs rose sharply for the third consecutive year. The number of high school students suspended for tobacco use rose from 97 the previous year to 139, and the number suspended for alcohol or drug use or possession rose from 133 to 154.

PARENT AND STAFF SURVEYS

Parents and teachers have different perceptions of the extent to which alcohol and other drugs impact WCPSS high schools. Surveys conducted during 1994-95 showed:

- One third (33%) of parents of high school students agreed that "drugs and alcohol use are causing behavioral problems at my child's school."

- More than two thirds (68%) of high school teachers agreed that the use of drugs and alcohol cause behavioral problems in their schools, and an even higher percentage (73%) agreed that alcohol and other drugs affect academic achievement.

The 1995 professional staff survey also found that while teachers perceive a serious negative impact from alcohol and other drugs, they also believe they are not well prepared to address the problem in their classrooms. The survey showed that:

- Less than one third (30%) of high school teachers agreed that they have received sufficient training to effectively teach lessons covering alcohol and other drugs; and
- A majority of middle school teachers (54%) and high school teachers (60%) reported teaching no lessons during 1994-95 focusing upon prevention of student use of drugs or alcohol.

STUDENT ASSISTANCE PROGRAM (SAP)

SAP coordinators organized a variety of school-based efforts to meet the needs of students identified as being at risk of substance abuse or failure in school. Data submitted by SAP coordinators showed that:

- Approximately 1,564 students received services through SAP in 12 high schools in 1994-95.
- The most frequently cited reasons for referral of students were academic problems (68%), followed by emotional (34%), family (33%), and behavior problems (31%).
- Suspected alcohol or other drug abuse led to 18% of referrals, and 7% were referred because of suspected substance abuse problems of "significant others" such as family members.

Anonymous surveys completed by 196 students who received SAP services showed that participation in SAP helped students improve their grades, their feelings about themselves, and their attitude toward teachers. The survey also showed that SAP participation helped some students stop or reduce their use of alcohol, marijuana, and other drugs.

RECOMMENDATIONS

Consideration should be given to the following:

- Improving staff development for teachers, particularly at the secondary level, on how to effectively teach lessons about the impact of the use of alcohol and other drugs;
- Identifying ways to include substance abuse prevention curriculum within courses other than Health and Physical Education;
- Reviewing the current availability of curriculum materials for teachers and providing additional materials where necessary;
- Looking for ways in which Student Assistance Program functions can be incorporated into existing middle school guidance programs.

TABLE OF CONTENTS

REPORT SUMMARY i

PROGRAM DESCRIPTION 1
- BACKGROUND 1
- FUNDING AND STAFF 1
- EVALUATION DESIGN AND METHODOLOGY 2

FINDINGS 2
- HIGH SCHOOL PARENT SURVEY RESULTS 2
- SCHOOL STAFF SURVEY RESULTS 3
- SUSPENSIONS FOR DRUG AND ALCOHOL POLICY VIOLATIONS 5
- STUDENT ASSISTANCE PROGRAM (SAP) 5

CONCLUSIONS AND RECOMMENDATIONS 11

REFERENCES 13

ATTACHMENTS 15

PROGRAM DESCRIPTION

BACKGROUND

In 1994-95, the Wake County Public School System (WCPSS) Alcohol and Drug Defense (ADD) program was in its eighth year of implementation. The key characteristics of the ADD program implemented in 1994-95 were:

- Curriculum and instructional activities used by most elementary classroom teachers and some middle school and high school teachers to educate students about substance abuse, to promote self-esteem, and to teach skills for making choices about behavior;
- The Student Assistance Program (SAP), which provided intervention and support services for identified at-risk students in all 12 comprehensive high schools;
- The Drug Abuse Resistance Education (DARE) Program led by local law-enforcement officers for all fifth and seventh-grade students.

In 1994-95, the WCPSS Evaluation and Research Department (E&R) used parent and staff surveys to help determine the level of support for drug and alcohol prevention education and the extent to which teachers used existing curriculum materials. Other evaluation activities focused upon the collection of data related to the SAP program. DARE was not studied in 1994-95.

FUNDING AND STAFF

Funds from the Alcohol and Drug Defense section of the State Department of Public Instruction, which distributes funds provided by the federal government through the Drug-Free Schools and Communities Act, were used by WCPSS in 1994-95 to support the SAP program. The 1994-95 SAP budget was $371,177 which included:

- salaries for seven SAP coordinators,
- salary for one central office ADD program specialist,
- salary for one half of a secretarial position, and
- salary for one fourth of a program evaluator.

SAP operated in 12 high schools in WCPSS in 1994-95. Each of the high schools was served by one full-time SAP coordinator. Six of the SAP coordinators began the SAP program (under the name "CAPS") in their school in the 1992-93 school year. Six of the coordinators were new to the SAP program in 1994-95, although three of them had served the prior year as counselors in the schools where they became the SAP coordinator. Three new coordinators were also new to WCPSS. One coordinator was on leave for the second semester of 1994-95 and was not replaced at her school.

EVALUATION DESIGN AND METHODOLOGY

The E&R Department evaluated the ADD program in 1994-95 for the third consecutive year. The ADD Evaluation Specialist focused on the design and analysis of staff and parent surveys, documentation of the implementation of the SAP program, analysis of data collected by SAP coordinators, and a review of student suspension information.

A survey was sent to a sample of WCPSS school professional staff in April 1995 that included questions about effectiveness of ADD programs and the impact of alcohol and drug use on schools. The ADD questions were one component of Form 2d of the WCPSS School Professional Survey. Form 2d was distributed to one fourth of all non-administrative professional staff and had a return rate of 83%. A copy of the survey form and results are available in Attachment 1 of this report.

SAP coordinators established databases of information about students served by the program. The data included the referral source, the primary types of problems experienced by the students, and a summary of the services provided to the students.

Coordinators at five schools volunteered to pilot the use of an exit survey that examined the impact that SAP participation may have had upon student behavior. The survey was completed by 196 students who received SAP services near the end of the school year.

The ADD Evaluation Specialist visited SAP coordinators at their schools and interviewed them to determine how they were implementing their program, what strengths and weaknesses they identified, and what problems they had experienced in implementing their programs. A written survey was distributed at a meeting of SAP coordinators held near the end of the year in order to further elicit coordinator's perceptions of the impact and limitations of their positions in their schools.

Suspension data collected by central office staff were examined to determine whether or not changes could be seen in the number violations of board policies related to tobacco , alcohol, and drugs.

FINDINGS

HIGH SCHOOL PARENT SURVEY RESULTS

High school parents surveyed in November 1994 were asked three questions related to student use of alcohol and other drugs (AOD). As shown in Figure 1, one third of parents responding to the survey agreed that AOD use is causing problems at their child's school, with the largest percentage (46.5%) unsure about the impact of AOD. Although nearly all parents agreed that their child has sufficient knowledge of the dangers of using drugs and alcohol, only half agreed that lessons at school have helped their child learn to say "no."

Figure 1. High School Parent Responses to 1994 Systemwide Survey Items

Survey Item	Agree or Strongly Agree	Unsure	Disagree or Strongly Disagree	N
My child has sufficient knowledge of the dangers of using drugs and alcohol.	92.6%	3.6%	3.8%	5939
Drugs and alcohol use are causing behavioral problems at my child's school.	33.2%	46.5%	20.3%	5911
Lessons at school have helped my child learn to say "no" to alcohol and drugs.	50.8%	29.9%	19.3%	5883

SCHOOL STAFF SURVEY RESULTS

Form 2d of the 1995 WCPSS School Professional Survey was distributed to approximately one fourth of all professional staff other than administrators during April 1995. The vast majority of this group is classroom teachers, but counselors and media specialists are included when reference is made below to the responses of teachers. Several of the 1995 survey questions were also used in the 1993 and 1994 staff surveys, and, where appropriate, comparisons of all three years are shown.

As shown in Figure 2, in 1995 most high school teachers agreed that the use of alcohol and other drugs by students cause behavioral problems (68%) and affect academic achievement (73%) in their schools. Although these figures are high, and much higher than the level of agreement for parents, the percentages did decline slightly compared to the prior two years. The level of agreement was much lower in elementary and middle schools, and also showed a slight decline from the previous year.

Figure 2. Percentage of WCPSS Teachers Who Agreed or Strongly Agreed With Survey Items Related to the Impact of Substance Abuse

Item	Elementary			Middle			High		
	1993	1994	1995	1993	1994	1995	1993	1994	1995
Drugs and alcohol use are causing behavior problems.	15.4	8.6	5.5	24.6	33.1	28.3	81.1	76.1	68.4
Drugs and alcohol use affect academic achievement.	18.2	11.6	7.26	25.6	31.9	31.1	84.6	80.6	73.0

For the second year in a row, fewer than half (41%) of teachers indicated they have received sufficient training to effectively teach lessons covering alcohol and other drugs. Responses were slightly higher for elementary teachers (51%) than for middle school (35%) and high school

teachers (30%). Elementary teachers indicated a much higher level of familiarity (71%) with available curriculum lessons and resource materials dealing with alcohol and other drugs than middle school teachers (39%) and high school teachers (40%).

The impact of the need for training and the lack of familiarity with curriculum materials can be seen in the frequency with which teachers present lessons focusing upon the prevention of student use of alcohol and other drugs, shown in Figure 3.

Figure 3. Percentage of Teachers Presenting Lessons on AOD Prevention During 1994-95

	N	0 Lessons	1-5 Lessons	6-10 Lessons	More than 10 Lessons
Elem. Classroom Teachers	325	13.1	63.1	15.4	8.3
M.S. Language Arts	35	45.7	48.6	2.9	2.9
M.S. Mathematics	25	84.0	16.0	0.0	0.0
M.S. Science/Soc. Studies	50	54.0	32.0	8.0	6.0
M.S. Health/PE	15	40.0	20.0	13.3	26.7
H.S. Language Arts	33	71.7	21.7	6.5	0.0
H.S. Mathematics	27	100.0	0.0	0.0	0.0
H.S. Science/Soc. Studies	54	48.2	48.2	0.0	3.7
H.S. Health/PE	11	9.1	18.2	18.2	54.5

Note: M.S. indicates Middle School and H.S. indicates High School

As shown, the vast majority of elementary classroom teachers (87%) reported teaching at least one lesson on the prevention of student use of drug and alcohol during the 1994-95 school year, but less than one fourth taught more than five lessons. Almost all high school health or physical education teachers and most middle school health or physical education teachers reported teaching at least one lesson. The 1995 staff survey showed an increase from 36% in 1994 to 55% in 1995 in the percentage of high school health or physical education teachers reporting the presentation of 10 or more lessons during the school year. However, there was a drop in the percentage of middle school health/physical education teachers reporting 10 or more lessons from 63% to 27%.

The North Carolina Interdisciplinary Curriculum for Alcohol and Other Drugs is designed to be integrated across secondary school curriculum areas rather than be taught as a separate course. However, few lessons on prevention of student use of drugs and alcohol were presented in middle and high school subjects other than health and physical education. Only in middle school language arts and high school social studies and science classes did more than half of the teachers report teaching at least one lesson. *Nearly all middle school and high school mathematics teachers and most high school language arts teachers reported teaching no lessons focusing on prevention of student use of drugs and alcohol.*

SUSPENSIONS FOR DRUG AND ALCOHOL VIOLATIONS

WCPSS Board of Education Policy 6429 states that "no student shall possess, use, transmit, sell, or conspire or attempt to transmit or sell, or be under the influence" of alcoholic beverages or controlled substances. The penalty for violation of this policy is long-term suspension from school. Policy 6430 bans the possession or use of tobacco products on school premises. Penalties for violation of the tobacco policy are set at the discretion of the principal and may include out-of-school suspension. Other Board policies identify a variety of prohibited behaviors such as fighting, verbal abuse or disrespect, disruption of school, theft, possession of weapons, and damage to property

Figure 4. Violations of Board Policies Resulting In Suspension From School

	Policy 6429		Policy 6430		All Other Policies	
	Middle Schools	High Schools	Middle Schools	High Schools	Middle Schools	High Schools
1994-95	42	156	36	180	2811	4555
1993-94	45	133	47	109	2551	3966
1992-93	20	88	24	125	2039	2935
1991-92	40	73	29	71	1914	2588

As shown in Figure 4, *high school suspensions for violation of policy 6429 rose for the third consecutive year*, while the number of middle school suspensions remained stable. Suspensions for violations of policy 6430 rose sharply in high schools and declined in middle schools over the past two years. While the number of drug and tobacco suspensions were a small percentage of overall suspensions, the rate of increase in these categories may be a cause for concern. During the past three years, as shown in Figure 5, the annual change from the previous year in the number of suspensions for violations of policy 6429 has exceeded both enrollment growth and the increase in overall suspensions.

Figure 5. Annual Rate of Change in Suspensions Compared to Rate of Enrollment Growth

	Alcohol and Drug Suspensions	Tobacco Suspensions	Suspensions for Other Reasons	High School Enrollment
1994-95	+17%	+65%	+15%	+4%
1993-94	+51%	-13%	+35%	+2%
1992-93	+21%	+76%	+13%	+2%

STUDENT ASSISTANCE PROGRAM (SAP)

WCPSS used ADD funding in 1994-95 to implement the Student Assistance Program (SAP) in 12 comprehensive high schools. SAP coordinators organized a variety of school-based efforts to meet the needs of students identified as being at risk of substance abuse or failure in school. Their work included providing individual counseling, establishing support groups for students with common problems, organizing tutor/mentor programs, administering peer mediation programs, leading school-based CORE teams of teachers and administrators who attempted to intervene on behalf of students, and informing school staff, parents, and students about the services available through SAP.

SAP coordinators provided direct services such as individual or small group counseling to approximately 1,564 students during the 1994-95 school year. As shown in Figure 6, students served by the SAP program were distributed across race and gender categories, and almost one half of the students served were in grade 9. Several SAP coordinators reported that their school's leadership team had decided to focus SAP interventions on ninth-grade students because of the high number of students who have traditionally dropped out of school during, or immediately after, ninth grade.

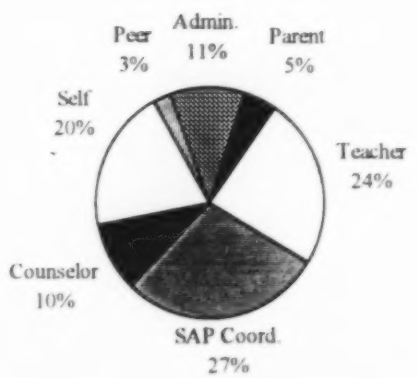
Figure 6. Grade Level, Gender, and Race of Students Served in the 1994-95 Student Assistance Program

Grade Level	Black		White		Other		Total
	Male	Female	Male	Female	Male	Female	
9	222	149	194	173	4	10	752
10	73	74	104	103	8	9	371
11	48	50	89	81	1	2	271
12	28	41	36	60	4	1	170
TOTAL	371	314	423	317	17	22	1564

REFERRALS

SAP coordinators identified more than one fourth (27%) of the students served by SAP in 1994-95. As shown in Figure 7, the coordinators received another one fourth of their referrals from teachers within their school. Other counselors and administrators were also frequent sources of referrals. Self-referrals comprised approximately 20% of the students served by the SAP coordinators in 1994-95. The percentage of self-referrals to SAP has increased steadily during the three years of the program, with 6% of cases self-referred in 1992-93, and 15% in 1993-94.

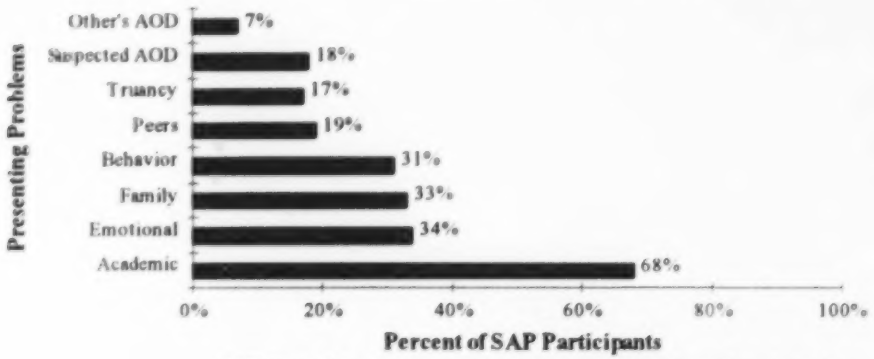
Figure 7. Source of SAP Referrals



PROBLEMS AND SERVICES

After reviewing appropriate information, SAP coordinators made a determination regarding the primary presenting problems that seemed to be placing a student at-risk of failing in school or increasing the likelihood of substance abuse by the student. Figure 8 summarizes the presenting problems for students served in 1994-95. Percentages add to more than 100 because students might have more than one presenting problem. Compared to 1993-94, a higher percentage of SAP participants were confronting academic problems (68% compared to 54%), emotional problems (34% compared to 19%) and suspected use of alcohol or other drugs (18% compared to 12%).

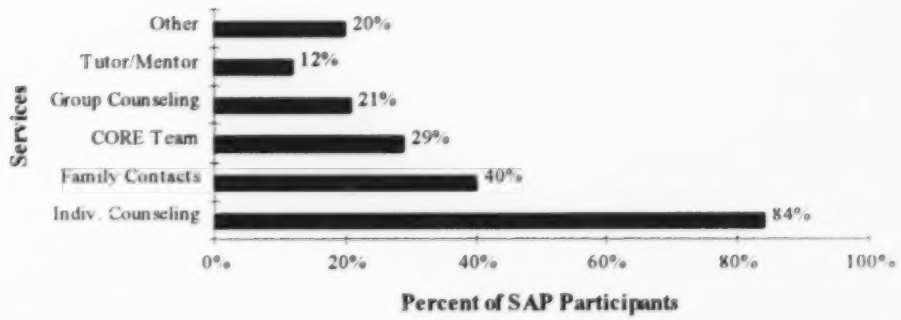
Figure 8. Presenting Problems of 1994-95 SAP Participants



(NOTE: AOD refers to suspected use of alcohol or other drugs)

SAP coordinators also coded the types of services provided to students. Figure 9 shows the percentage of SAP students who received each of those services. Services varied significantly from school to school because of differing priorities at each building.

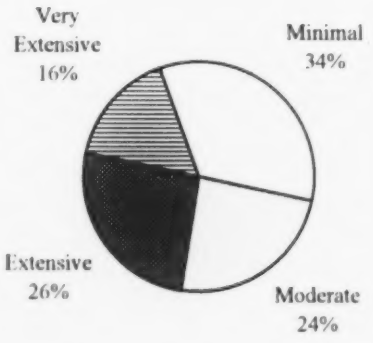
Figure 9. Services Provided to 1994-95 SAP Participants



Significant variation existed in the level of support/intervention provided to various SAP participants. SAP coordinators estimated the level of support by coding each student as requiring minimal, moderate, extensive, or very extensive support.

- Minimal support meant that a student was seen once or twice for individual counseling.
- Moderate support meant that a student was at least discussed by CORE team or seen 3-5 times.
- Extensive support meant that a student participated in a support group or was assigned a tutor/mentor or was seen individually more than five times.
- Very extensive support involved numerous CORE meetings, home visits and/or work with other community agencies.

Figure 10. Level of Support



As shown in Figure 10, *more than 40% of SAP participants were provided extensive or very extensive support.*

SAP PROGRAM ACTIVITIES

Several SAP coordinators participated in several structured interviews and site visits during 1994-95 and eight coordinators completed a written survey regarding their activities in May 1995. The purpose of the survey and interviews was to describe the activities undertaken by SAP coordinators and to understand the variations that existed in the way in which the SAP program was implemented in the 11 schools served by the coordinators.

As was found in 1993-94, the survey and interviews revealed strong common perceptions among the SAP coordinators as well as significant variation between schools in the way in which various program components associated with SAP were implemented.

One significant change that was implemented in 1994-95 was the assignment of the SAP Coordinator in each school to the Guidance Department. Prior to 1994-95, the coordinators were funded by the ADD grant to work in seven schools, and connections to the regular guidance program were informal. Four of the coordinators reported that assignment to the Guidance Department enhanced their efforts within their schools; two felt it greatly enhanced their efforts; and one reported that the change had negatively impacted her efforts. While strong relationships and collaboration with other guidance counselors was seen as an advantage, participation in weekly guidance meetings and routine guidance activities (e.g., scheduling and testing) was perceived as interfering with time that was needed for working with students.

Figure 11 shows a summary of the types of activities that SAP coordinators reported engaging in, and an estimate of the percentage of time spent by the coordinators on each activity. It is important to note that there were large differences between schools in the way in which coordinators spent their time, particularly in the extent to which special support programs such as conflict resolution and tutor/mentor were the responsibility of the SAP coordinator. Providing individual counseling was the largest time commitment for all coordinators.

Figure 11. SAP Coordinators' Use of Time

Activity	Minimum	Maximum	Average
Individual counseling	20%	70%	44%
Small group counseling	0%	30%	14%
CORE team meetings and related tasks	0%	12%	7%
Guidance Dept. meetings and related tasks	2%	20%	5%
SAP Coordinator meetings and training	0%	5%	2%
Tutor/mentor program administration	0%	30%	7%
Peer mediation/conflict resolution	0%	20%	5%
Contacting families and agencies	0%	5%	3%
SAP outreach (faculty meetings, classes)	0%	15%	3%
Routine school tasks	0%	5%	3%
Other (CAPS class, Lunch detention)	0%	20%	5%

(From surveys submitted by eight coordinators)

SAP coordinators were asked to assess the impact of various program components on student behaviors within their schools. Individual counseling and group counseling were seen as having the greatest impact upon the levels of drug and alcohol use, violent or threatening behavior, and students who decided to drop out of school. CORE team intervention was seen as having a moderate or slight impact upon these problems.

IMPACT OF SAP ON STUDENT BEHAVIOR AND ATTITUDES

During the second semester of the 1994-95 school year, SAP coordinators worked with the program evaluator to develop an anonymous exit survey that could be used to help identify the impact that SAP might be having upon students involved in the program. The survey (see Attachment 3) was piloted in May and was completed by 196 students in five high schools. While these 196 students represent less than 10% of the students served by SAP during the school year, the results of the pilot survey are encouraging and a revised form of the exit survey will be used during the 1995-96 school year. As shown in Figures 12 and 13, *participation in the Student Assistance Program seems to have been very beneficial for a large percentage of the targeted students.* It can be seen that:

- Most students (71%) indicated that the quality of the class work had "improved" or "improved a lot" as a result of participating in SAP.

- A majority of students indicated that their feelings about themselves (67%), their grades (65%), the way they treat other people (62%), their attitude toward teachers (58%), and their attendance (57%) had "improved" or "improved a lot."

- Approximately half of the students used cigarettes (52%), alcohol (53%), or marijuana (43%) prior to participating in SAP, and of those students more than one-third stopped their use as a result of SAP. The SAP client substance abuse rates were higher than were found in the 1994 survey of all high school students in which 32% indicated use of cigarettes, 49% use of alcohol, and 22% use of marijuana more than once during the prior year.

Figure 12. Percentage of SAP Students Reporting Changes in Behavior

How have the following changed:	Become Worse	Not Changed	Improved	Improved A Lot	(N)
	%	%	%	%	
your attitude toward teachers	6	37	36	22	196
your attitude toward other students	2	41	40	18	194
your attitude toward your family	4	39	39	18	195
your feelings about yourself	3	30	43	24	193
the quality of your class work	6	23	50	21	195
the quality of your homework	6	30	45	18	194
your grades	6	29	42	23	195
your attendance	6	37	36	21	196
the way you treat other people	4	34	42	20	196

Figure 13. Percentage of Substance-Abusing Students Who Modified Their Behavior as a Result of SAP Interventions

How has your use of the following changed:	More Frequent	Not Changed	Less Frequent	Stopped	(N)
	%	%	%	%	
cigarettes	14	35	18	33	102
alcohol	7	23	26	44	104
marijuana	14	23	24	39	84
hallucinogens	9	11	27	52	44
cocaine/crack	15	11	7	67	27
inhalants	9	14	17	60	35
barbituates	12	6	12	71	34
stimulants	5	17	17	62	42
heroin	16	19	9	56	32
tranquilizers	11	7	14	68	28

(N indicates the number of students who indicated they had used a substance)

CONCLUSIONS AND RECOMMENDATIONS

Local and national student survey data seem to indicate that student use of illicit drugs, particularly marijuana and hallucinogens such as LSD, is on the rise. High school teachers and, to a lesser degree, middle school teachers identify student use of drugs and alcohol as having a negative impact upon student behavior and academic performance. Additional steps should be taken to address these problems.

The literature in the substance abuse prevention field clearly indicates that problems related to substance abuse cannot be addressed by educational efforts alone. Still, it seems that more could be done in WCPSS, particularly in secondary schools. *Dissemination of information and training remain key issues for the ADD program.* The staff survey shows that teachers, particularly at the high school level, believe that drug and alcohol use is impacting their students. Teachers believe that their students need help in developing knowledge about drugs and alcohol and in learning how to resist peer pressure. Yet, in middle schools and high schools, few lessons are presented outside of health classes that focus upon the impact of substance abuse. As indicated in past evaluation reports, consideration should be given to increasing training, dissemination, and curriculum integration efforts if the expectation is that all teachers should be involved in the ADD program's efforts.

The Interdisciplinary Curriculum for Alcohol and Other Drugs (ICAOD), developed by the NC Department of Public Instruction, was introduced in WCPSS elementary schools in 1991. The ICAOD is designed to be used by teachers in all subject areas. Survey data indicates that in 1994-95, 71% of elementary teachers were familiar with available curriculum materials, but the percentage dropped at the other levels to 39% of middle school teachers and 40% of high school teachers. At the secondary level, the ICAOD has been used primarily by health and physical education teachers. *Attention should be paid to developing training for teachers and implementing curriculum in secondary courses other than health and physical education.*

Student assistance programs such as SAP are cited in research literature as important components of effective prevention programs. *Significant progress was made in 1994-95 in giving SAP a distinct identity in WCPSS high schools.* While significant variation existed between SAP program sites during 1994-95, much of this variation seemed appropriate given the length of time that coordinators had worked in their buildings, the varying student populations and needs in each school, and the existence of other SAP-related programs in some of the schools. Some of the variation generated frustration for SAP coordinators who expressed concern that they were not doing something that another coordinator was doing or that they did not have time to implement all of the components associated with SAP at their school.

It was obvious from the interviews, site visits, and questionnaires that *SAP provided a level of student assistance that was very different from the established guidance and administrative channels that existed in the schools.* Since SAP is a "broad brush" effort to provide student assistance for any student "at risk" of substance abuse, there is a danger that the counselor leading the Student Assistance Program can be expected to do "a little bit of everything."

Continuing care should be taken to continue to clearly identify those activities that should be undertaken by the student assistance coordinator in each school. The student assistance functions established by SAP are cited in the literature as key components of effective adolescent substance abuse prevention and intervention. WCPSS should look for ways to strengthen these student assistance activities as part of the school system's ADD efforts, and for ways to apply the SAP model in middle schools, where national studies indicate that substance abuse behaviors are often first established.

REFERENCES

Anderson, G. (1993). When Chemicals Come to School: The Core Team Model of Student Assistance Programs. Greenfield , WI: Community Recovery Press.

Dulaney, C. (1995). Eye on Evaluation: Is Substance Abuse Increasing Among WCPSS High School Students? (E&R Report No. 96E.02). Raleigh, NC: WCPSS Department of Evaluation and Research.

Baenen, N., et al (1994). Survey Report: 1993-94 WCPSS School Staff, Parent, and High School Student Surveys (E&R Report No. 94.11). Raleigh, NC: WCPSS Department of Evaluation and Research.

Fiefs, H., Baenen, N., Prohm, B. (1995). Eye on Evaluation: Fall 1994 Parent Survey Results (E&R Report No. 95E.03). Raleigh, NC: WCPSS Department of Evaluation and Research.

Johnston, L, O'Malley, P. and Bachman, J. (1994). National Survey Results On Drug Use from The Monitoring The Future Study, 1975-1993, Volume I. (NIH Publication 94-3809) Washington, DC: U.S. Government Printing Office.

Mikow, V. (1994). Alcohol, Tobacco, and Other Drug Use By 9th-12th Grade Students: Results From The 1993 North Carolina Youth Risk Behavior Survey. Raleigh, NC: North Carolina Department of Public Instruction.

Reese, A. and Baenen, N. (1995). Eye on Evaluation: Staff Survey Results: Spring 1995 (E&R Report No. 95E.06). Raleigh, NC: WCPSS Department of Evaluation and Research.

Attachment 1. Results for Items Unique to Form 2D of the April 1995 Staff Survey

40d. If you work in a middle school or high school, indicate your subject area.	District	Elementary	Middle (N=205)	High (N=255)
Language Arts	18.0	N/A	17.1	18.8
Mathematics	11.7	N/A	12.2	10.6
Science or Social Studies	22.7	N/A	24.4	21.6
Health or Physical Education	5.6	N/A	7.3	4.3
Other	42.0	N/A	39.0	44.7

Item	Strongly Agree + Agree Percentage (Combined)				Strongly Disagree + Disagree Percentage (Combined)			
	District	Elem.	Middle	High	District	Elem.	Middle	High
41d. Drugs and alcohol use are causing behavior problems in my school	30.13	5.50	28.32	68.40	50.89	79.50	47.79	10.78
42d. Drugs and alcohol use affect academic achievement in my school.	32.56	7.26	31.11	73.03	49.56	79.42	44.44	7.49
43d. Students have sufficient knowledge of the dangers of using drugs and alcohol	68.38	67.68	70.46	67.65	10.61	8.89	8.44	15.44
44d. Students need help developing strategies for resisting negative peer pressure	92.87	94.04	92.05	91.54	2.34	1.70	2.51	3.31
45d. I have received sufficient training to effectively teach lessons that help prevent the use of alcohol and other drugs	41.47	51.06	35.02	30.26	40.55	31.28	49.37	49.08
46d. I am familiar with curriculum lessons and resource materials that are available for teaching about alcohol and other drugs	54.78	70.95	38.56	40.44	31.71	16.21	48.31	44.49

Attachment 1, Page 2. Results for Items Unique to Form 2D of the April 1995 Staff Survey

47d. Approximately how many lessons have you taught this year that focused upon the prevention of student use of drugs and alcohol?	District	Elementary	Middle	High
0	44.0	30.5	54.4	59.6
1-5	42.0	51.2	34.2	31.7
6-10	8.3	12.1	5.5	3.8
11-15	2.9	3.1	3.4	2.3
More than 15	2.8	3.1	2.5	2.6

49d. Were any of your students served this year by D.A.R.E.?	District	Elementary	Middle	High
Yes	35.1	56.7	19.0	9.1
No	31.7	36.9	33.5	20.9
Not Sure	33.3	6.4	47.5	70.0

Attachment 1, Page 3. Results for Items Unique to Form 2D of the April 1995 Staff Survey

48d. Use the following scale to describe your opinion regarding the effectiveness of the following curriculum or programs that may be in use in your school:	Very Effective	Somewhat Effective	Don't Know	Not Very Effective	Not at all Effective
The Student Assistance Program					
Elementary	20.3	45.9	8.4	4.5	20.8
Middle	11.3	40.1	12.7	5.2	30.7
High	10.9	41.5	13.2	9.1	25.3
The D.A.R.E. Program (Drug Abuse Resistance Education)					
Elementary	38.6	44.9	6.6	1.7	8.3
Middle	13.9	37.8	8.9	6.7	32.8
High	7.3	31.8	12.2	5.3	43.3
The North Carolina Curriculum for Alcohol and Other Drugs					
Elementary	8.0	45.7	13.8	2.4	30.2
Middle	6.3	20.8	8.2	5.0	59.7
High	3.4	20.6	10.3	3.0	62.7

23

EVALUATION REPORT:
ALCOHOL AND DRUG DEFENSE PROGRAM (ADD)
1994-95

Author

Charles N. Dulaney
Evaluation Specialist, E&R

November 1995
E&R Report No. 96.03

Department of Evaluation and Research
Wake County Public School System